DOCUMENT RESUME

ED 350 741 EC 301 547

AUTHOR	Aune, Elizabeth; And Others
TITLE	Career Development and Employment for College Students and Graduates with Disabilities: An Annotated Bibliography.
INSTITUTION	Massachusetts Univ., Amherst. Center for Counseling and Academic Development.; Minnesota Univ., Minneapolis. Office for Students with Disabilities.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	92
NOTE	36p.
AVAILABLE FROM	Career Connections, Office for Students with Disabilities, University of Minnesota, 16 Johnston Hall, 101 Pleasant St., S.E., Minneapolis, MN 55455.
PUB TYPE	Reference Materials - Bibliographies (131) -- Information Analyses (070)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Attitudes; *Career Development; Career Guidance; Career Planning; College Graduates; College Students; *Disabilities; Employer Attitudes; *Employment Patterns; Handicap Discrimination; Higher Education; Models; Outcomes of Education; Trend Analysis

ABSTRACT

This bibliography offers abstracts of 41 publications and journal articles (published from 1988 through 1991) addressing career development, employment issues, and trends for college students and graduates with disabilities. A review of the literature in each of these areas identifies such themes as: the need for individualized career development; the effects of environmental attributes in limiting the early social and vocational experiences of people with disabilities; outcomes and predictors of success; employment concerns of people with disabilities; employers' and rehabilitation professionals' attitudes and practices; and guidelines for campus career planning and placement professionals. The review stresses that the attitudes of nondisabled people are more disabling for individuals with disabilities than the disability itself. The review suggests that a new model of career development may be needed to address the needs of this population and that research is needed which both looks at disabilities as a whole and identifies concerns related to specific disabilities. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: EC

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. CE

ED350741

CAREER DEVELOPMENT AND EMPLOYMENT FOR COLLEGE STUDENTS AND GRADUATES WITH DISABILITIES:

AN ANNOTATED BIBLIOGRAPHY

ELIZABETH AUNE, DONNA JOHNSON, DAVID BAGGETT,
SUSAN AASE, SUSAN CARLSON, AND SUE KROEGER.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Elizabeth Aune

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

CAREER CONNECTIONS
OFFICE FOR STUDENTS
WITH DISABILITIES
UNIVERSITY OF MINNESOTA
MINNEAPOLIS, MINNESOTA

PROJECT ICAN
CENTER FOR COUNSELING AND
ACADEMIC DEVELOPMENT
UNIVERSITY OF MASSACHUSETTS
AMHERST, MASSACHUSETTS

EC 301547

BEST COPY AVAILABLE

©1992 University of Minnesota

For further information or to order additional copies:
Elizabeth Aune, Project Director
Career Connections
Office for Students with Disabilities
University of Minnesota
16 Johnston Hall
101 Pleasant St. SE
Minneapolis, MN 55455
612-624-6884

This paper was supported by grants to the University of Minnesota and the University of Massachusetts from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Project #84.078C. Opinions expressed are the authors' and do not necessarily represent the position of the funding agency or the host institution.

Table of Contents

Introduction 3

Abstracts 9

Career Development 9

Employment 18

Trends, Attitudes, and Guidelines 29

Index to citations by author 34

Career Development and Employment for College Students and Graduates with Disabilities: An Annotated Bibliography

This bibliography represents a joint effort between two projects funded by the U.S. Department of Education — Career Connections at the University of Minnesota and Project ICAN at the University of Massachusetts. Both projects are committed to developing career potential and employment prospects for college students with disabilities.

Staff from each project conducted a literature search related to career development and employment of people with disabilities and the professional development of those who provide career-related services. The following databases were searched: Psychological Abstracts, ERIC, Current Index to Education and Research in Education, and Medline. These criteria were used to select articles for review: if they focused on college students or college graduates with disabilities rather than high school graduates; if they addressed professional-level employment rather than unskilled or entry-level occupations; and if they were published no earlier than 1988. A few articles that did not meet these criteria were selected for review because they seemed to have special relevance for the topics being addressed.

In the following pages, articles are organized into two broad categories — "career development," and "employment." We had hoped to include a third category on professional development of campus career-related staff. However, only one article was found addressing that topic, so it was included in a section entitled "Trends, Attitudes, and Guidelines," which includes articles on topics related to career and disability.

Career Development

The majority of research related to transition focuses on school-to-work transition. The subject of transition from postsecondary preparation and training to the world of work is critical, not only to meet disabled students' career needs, but also to ensure the development of a cadre of professionals with disabilities to provide role models for children and adolescents with disabilities.

Researchers in the area of career development for individuals with disabilities in postsecondary education are currently exploring the use of various

vocational and career counseling methods, identifying barriers to career achievement, and developing intervention strategies. Many researchers are addressing the problems which learning disabled students face in higher education.

A common theme that runs throughout the following abstracted literature is that, while the process of career development for individuals with disabilities is similar to that of nondisabled students, many issues are unique to both the individual and to the heterogeneous group of people with disabilities. Given this, most authors believe that career development should be individualized to meet the unique needs of people with disabilities. This may include such interventions in higher education as social skills training, developing career awareness, self-advocacy training, experience-based education, mentor programs, and career education courses.

According to Szymanski, Turner, and Hershenson (1992), two important factors to keep in mind when working with disabled students are the type of disability and the age of onset, both of which can have a major impact on the career choice and development, and the corresponding career achievement of students with disabilities.

A second theme which is repeated by many of the authors is that environmental attributes conspire to limit the early social and vocational experiences of people with disabilities. They may lack work experience, participation in extracurricular activities, and volunteer experiences. Experiential learning opportunities are needed to encourage the normal development of career exploration, career preparation, and career maturity. Therefore, postsecondary education must provide these experiences for students with disabilities, experiences which students without disabilities generally acquire at an earlier age.

The need for agencies to collaborate to better serve people with disabilities is the third theme common to many of these abstracts. Finally, a fourth theme frequently addressed is that negative perceptions and attitudes toward people with disabilities by nondisabled people are barriers to career achievement.

Employment and Disability

Articles in this section fall into three broad categories: outcomes and predictors of success; employment concerns of people with disabilities; employer and rehabilitation professionals' attitudes and practices.

Only three articles present outcomes data on adults with disabilities who have attended college. Two articles report that a college education improved employment prospects — one for males with disabilities and the other for persons with hearing impairments. One study found that participation in a college learning disabilities program helped students transfer compensatory strategies to the workplace.

Several articles summarize survey results on employment concerns of disabled people. Respondents report that they have difficulty finding a full-time job commensurate with their skills, they feel inadequately prepared and trained for their careers, and their disability affects their work. Workers with disabilities indicate that they are more likely to use compensatory strategies to get around difficulties at work than to request formal accommodations. Those who are employed advise job seekers to develop self-confidence and suggest that job seekers not apologize for their disability. A high percentage of people with disabilities believe that employers still discriminate against them.

Several sources discuss employers' negative perceptions of employers and suggest that these perceptions are more disabling than the disability itself. Authors argue that employers must look at the person first, rather than the disability. They contend that employers often assume that any problem on the job is disability-related. Michaels (1989) suggests that stereotyping is also common among rehabilitation professionals. He states that rehabilitation counselors often limit options for people with disabilities because they try to *select* a job to match the person, rather than *adjusting* a job to fit the person.

Two studies report that employers view people with physical disabilities as more desirable employees than people with other disabilities, such as mental, emotional, or communication disorders.

Trends, Attitudes, and Guidelines

Two articles address the issue of public attitudes toward disability. A Harris poll (Louis, Harris & Associates, 1991) found that younger and better educated persons are the most supportive of people with disabilities, that nondisabled people view people with disabilities as very different from themselves, and that nondisabled people have varying degrees of comfort with disabled people, depending on the disability. Another article reports that the public perception of

disabled people as dependents discourages the development of a public policy that is geared to full participation in society.

The attitudes of rehabilitation professionals are addressed in one article. The authors (Holmes & Karst, 1990) contend that rehabilitation counselors unknowingly operate on the basis of generalizations and stereotypes, which has a negative impact on client services. This conclusion is related to that found by Michaels (1989), described in the previous section on employment.

Two articles review statistics, trends, and legislative history. Jarrow's (1991) article reviews the history of legislation related to disabilities and points out that the emphasis on providing physical access has meant that the needs of people with invisible disabilities have been overlooked. Fagan & Jenkins (1989) provide an overview of a number of trends, with special emphasis on the trends in rehabilitation counseling.

Rami and Croft (1991) provide guidelines for campus career planning and placement professionals They suggest that these professionals serve students with disabilities, rather than referring them on to the disabled student services office. They also provide suggestions on how to be effective with students with disabilities and to make their office physically and programmatically accessible.

Discussion

A theme that pervades all three sections of this bibliography is that the attitudes of nondisabled people are more disabling than the disability itself. While this is a common finding, very little literature could be found describing ways to change those attitudes. The literature continues to focus on ways to better prepare disabled people to deal with an uninformed public rather than on ways to better prepare the public to accept people with disabilities into the mainstream of society. It is imperative that more research be directed to changing those negative and inaccurate perceptions — not only with employers, but also with career-related staff on college campuses and in the community.

As we reviewed this literature, two issues caught our attention: (1) Should disability-related research adapt existing career development theories to the needs of people with disabilities or should a new theoretical model be developed? (2) Should researchers focus on the career development of the entire heterogeneous group of people with disabilities or should they focus on specific disability areas?

The first question is a difficult one because most aspects of career development are the same for disabled and nondisabled alike. Yet there are unique problems which must be addressed that are disability-related. A new, integrative model of career development may be needed to address the needs of this diverse population within the setting of higher education.

The second question also has two sides. Many of the studies we reviewed combined several disability groups. Benshoff (1989) cautions that combining all disability types into his study may have concealed differences between disability areas. Yet many issues related to disability seem to be common to all groups. If disabilities are grouped in a single study, should congenital and acquired disabilities be separated? Should invisible and visible disabilities be separated? Some issues are unique to each group. For example, people with invisible disabilities struggle with whether, when, and how to disclose their disability.

The current body of literature seems to be an assortment of studies on various disability groups, and on groupings unique to a particular researcher. Some studies focus on a single disability group. Other studies focus on various groupings, for example — congenital and acquired. Still others combine all disability groups. Those studies that combine all disability areas often have a very small sample of some disability groups and other disabilities may not be represented at all. Authors don't always clearly define just what groups are included in their sample. A possible result of this lack of clarity about the sample under investigation is that readers apply results reported on one sample to another population. For example, researchers write that students with disabilities require experiential learning opportunities to make up for experiences they have missed along the way. Is this true of all disability areas or only certain ones? Is the assertion to be applied regardless of age-of-onset? It is not clear from reading the literature. At the least, authors should be clear on which group they are studying. A common language is needed to refer to various populations.

An ideal solution to this dilemma would be to conduct studies on all disability areas and then separate out the disability areas for further analysis. One limitation in conducting such studies is that the incidence of some disabilities is so low that it is difficult to find a large enough sample in one category to study.

The issue of career development for individuals with disabilities cuts across not only many disability areas, but also across many disciplines, such as vocational education, special education, counseling psychology, and rehabilitation. More communication is needed among these various disciplines. Those of us who

reviewed articles for this bibliography found that articles tend to address a particular audience (e.g. rehabilitation, higher education) rather than approaching the topic in such a way as to attract a wider audience. Each has valuable information to share with the others. Researchers should consider submitting relevant work to journals from a variety of disciplines in order to begin a conversation among related professionals.

Acknowledgments

The editors would like to thank Terry Collins and Patricia Gillespie-Silver, who reviewed the manuscript; Bill Mangan, Susan Pliner, and Susan Shellenberger who assisted with the library search; and Jamie Thingelstad, who developed a database for the bibliography and typed the manuscript.

Career Development

Benshoff, J. J., Kroeger, S. A., & Scalia, V. A. (1990). Career maturity and academic achievement in college students with disabilities. Journal of Rehabilitation, 56 (2), 40-44.

The authors report on a causal-comparative study to determine differences in academic achievement and career maturity between students with disabilities and nondisabled students and between college students with learning disabilities and their nondisabled and disabled peers. The Career Development Inventory, an instrument based on Super's (1957) work to measure career maturity, was the principle measure used. A study questionnaire was also employed to gather demographic data.

The only significant correlation between grade point average and any of the variables studied was a positive correlation with receipt of vocational rehabilitation benefits. For career maturity, the study indicated no difference between students with disabilities and their nondisabled peers. Students with learning disabilities, however, were found to have a higher vocational maturity than their disabled peers, specifically in the areas of career planning and exploration.

Brolin, D.E. & Gysbers, N.C. (1989). Career education for students with disabilities. Journal of Counseling and Development, 68, 155-159.

This article reviews the major developments of the past decade involving the preparation of students with disabilities for life after secondary education. The authors describe and advocate the use of the Life-Centered Career Education Curriculum(LCCE). LCCE is a career development functional approach which includes 22 competencies divided into three categories: daily living skills, personal social skills, and occupational guidance and preparation. These 22 competencies are further subdivided into 97 subcompetencies that relate to one or more of four important career roles that constitute a total worker: (1) paid work; (2) work that is done in the home; (3) volunteer work; and (4) leisure activities.

According to the authors, the LCCE approach has been implemented throughout the country. While this system focuses on secondary students, it has

features which may be used by career counselors in postsecondary educational settings.

Brown, D., Brooks, L. & Associates (Eds.). (1989). Career choice and development. San Francisco, CA: Jossey-Bass.

While this text does not address disability specifically, it is useful as a primary reference source on the theory and practice of career development and counseling. Brown and Brooks and their colleagues present an in-depth look at the many aspects of career development including: the reasons people choose careers; the changes in interests, skills, and motivation that occur in life; and the actual processes by which people change and adapt to careers. The authors then show how to apply this knowledge to tailor career counseling to the distinct needs of clients from diverse backgrounds, at different stages of life, and at various occupational levels.

Chapter 10 is written by David and Anna Miller Tiedeman and may be of particular use to career counselors in higher education. These authors expound on their career decision making theory based upon individual choice.

Curnow, T. C. (1989). Vocational development of persons with disability. The Career Development Quarterly, 37, 269-278.

This article discusses the limited attention given to the vocational development needs of people with disabilities and the need for specialized intervention during the career development process. After an extensive review of the literature, the author contends that researchers have differing views on why counselors have failed to apply vocational development theories to people with disabilities. Osipow (1976), O'Leary (1980), and Conte (1983), believe that current vocational development theory is not relevant to the unique needs of people with disabilities. However, Super (1969) and Thomas & Berven (1984), contend that if counselors address the special needs of people with disabilities, current career development theory can be applied. Again, through a review of the literature, the author found that some of the factors that account for the unique career development needs of people with disabilities include: (a) limited early vocational and social experiences; (b) lack of opportunities to participate in decision making;

and (c) society's attitudes toward people with disabilities. The author suggests that counselors must embrace a long-term perspective for vocational development which stresses the need for early intervention, development of decision-making skills, supportive counseling, and assistance in locating occupational information.

Greene-Black, J. (1988, January). Career development potential of university students with learning disabilities. Paper presented at the Annual Meeting of the National Consultation on Vocational Counseling, Ottawa, Ontario, Canada, ED 302 799.

The author identifies barriers to career success that confront individuals with learning disabilities and that correspond to five distinct phases of career development. These include barriers to: (a) self-assessment; (b) obtaining accurate information about the world of work; (c) career decision-making; (d) job search success; and (e) "on the job" success. The author describes the Learning Disabilities Program (LDP) at York University, a holistic, developmental approach which treats career planning as a developmental, life planning issue, and also has the potential to facilitate the personal, social and academic development of students.

Features of the model include individualized career counseling; group career planning; job search programs; a credit course on learning disabilities; and an employment liaison committee which offers work opportunities. The author provides the following suggestions for counselors: treat each student as a unique individual; understand the obstacles, utilize techniques that provide for the improvement of social skills, nonverbal communication skills, time and stress management skills and self-esteem; explore a variety of career options and accommodations that make goals achievable; identify referral options; and serve as an advocate when needed.

Hershenson, D.B. & Szymanski, E.M. (1992). Career development of people with disabilities. In Szymanski, E. & Parker, R.M. (Eds.) Rehabilitation Counseling (2nd ed.). (pp 273-303). Austin, TX: Pro-Ed.

This text defines and discusses the various counseling functions that rehabilitation counselors perform. The authors present a practical overview of the

background, processes, clientele, resources, goals, and methods of rehabilitation counseling.

Chapter nine offers a brief overview of eight major theories of career development, occupational choice, and work adjustment. Hershenson and Szymanski outline the key elements of each theory, define the theory's major propositions, point out common applications, and discuss the special concerns which each theory has for people with disabilities. The authors also present a new system of classification for organizing theories of vocational behavior. They conclude the chapter with a discussion of career counseling of people with disabilities.

Humes, W. & Szymanski, E. and Hohenshil, T. H. (1989, Nov.-Dec.). Roles of counseling in enabling persons with disabilities. Journal of Counseling and Development, 68, 145-50.

The authors discuss an "ecological framework" of vocational counseling for persons with disabilities, stressing the importance of addressing: (a) individual attributes, (b) environmental attributes (current and future); and (c) individual perceptions of the client, family members, and involved professionals. Specific recommendations are given on using empowering language and encouraging independence and self-determination: (a) avoid using disabling language; (b) consider environmental barriers; (c) focus on client abilities; and (d) recognize the complexity of the disability. The authors conclude that counselors can facilitate education and employment opportunities for people with disabilities. Counselors should, however, promote independence when providing these services, not dependency.

Livneh, H., & Sherwood, A. (1991). Application of personality theories and counseling strategies to clients with disabilities. Journal of Counseling and Development, 69, 525-538.

The authors discuss the use of eight personality theories to explore concepts, intervention strategies, adaptation to disability-related methods and therapeutic change criteria that are related to understanding and counseling people with

disabilities. The authors explore use of these theories as they relate to: (a) assisting the client in gaining insight into his/her disability; (b) personal adjustment counseling; and (c) understanding theory-specific criteria for measuring change and counseling outcomes. By conducting a review of the literature, the authors contend that interventions that tend to be affective and nondirective in nature appear to be more useful in the early stages of the counseling relationship, while active-directive and cognitive-behavioral methods may be more effective in the latter stages. They also propose that counselors must design differential intervention strategies depending upon the client's particular needs.

Michaels, C. A., Lee, M., Grosso, C., and Reiser, F. (1991). Social skills for the world of work and beyond: A curriculum designed to promote social skill development in college students with learning disabilities and Gateways to the working world: A curriculum designed to foster career planning and job seeking skills in college students with learning disabilities. Albertson, NY: National Center for Disability Services.

These two curricula are designed for use with college students with learning disabilities to assist them with transition to employment. Social Skills for the World of Work and Beyond, is divided into the following five modules: "Interpersonal Skills", "Dealing with Feelings", "Dealing with Stress and Aggression", "Planning Skills", and "The Work Environment." Gateways to the Working World contains the following four modules: "Career Planning", "Written Skills", "Job Search Techniques", and "Interviewing Skills." Complete lesson plans, including role playing scenarios and handouts, as well as student worksheets designed for duplication, are provided with each module. The modules can be used independently or in a different order and have been previously field tested. The authors suggest that college personnel such as disabled student services staff, career services, counseling personnel etc. can readily adapt the materials so that they will meet the needs of students on their particular campus.

Rosenthal, I. (1989). Model transition programs for learning disabled high school and college students. Rehabilitation Counseling Bulletin, 33, (1), 54-61.

This article discusses two model career development programs for high school and college students with learning disabilities. Five basic premises build the foundation for the two projects: (1) students with learning disabilities have unique career development needs; (2) environmental factors and self-concept influence career choice for persons with learning disabilities; (3) school, college and rehabilitation counselors must work collaboratively to provide necessary support for students with learning disabilities; (4) barriers to employment must be identified and employers educated on the abilities of people with learning disabilities; (5) experience-based education is necessary to meet the transitional needs of persons with learning disabilities. The two projects designed interventions such as developing occupational education courses, field trips to industrial sites, promoting career days, providing students with role models employed in the students' areas of career interest, providing opportunities to role play, conducting assertiveness training and providing individual counseling in order to help students gain an internal locus of control.

Siperstein, G.N. (1988). Students with learning disabilities in college: The need for a programmatic approach to critical transitions. Journal of Learning Disabilities, 21 (7), 431-436.

The author presents a three-stage model for meeting the transition needs of students with learning disabilities in college: (1) transition to college; (2) managing changes during the college years; and (3) transition from college to employment. (This abstract will focus on the section related to the third stage — transition to employment.) The author cites literature indicating that students with learning disabilities may not have the skills needed for getting a job nor the information needed about the world of work. He recommends workshops for students in the areas of career awareness, job search, and job maintenance. Topics and activities for each of these workshops are suggested. Siperstein argues that if these services are provided and participated in fully, graduating students with learning disabilities will be more successful in finding and keeping jobs commensurate with their skills and abilities.

Smith, J.O., Falling through the cracks: Rehabilitation services for adults with learning disabilities. Exceptional Children, 58, (5), 451-460.

The author describes a study which examined the understanding of adults with learning disabilities regarding the vocational rehabilitation process. A pretested questionnaire, completed by 353 respondents, was used to determine the above by: (1) determining knowledge of rights under federal rehabilitation regulations; (2) analyzing demographic control variables; and (3) examining the experiences/perceptions regarding the vocational rehabilitation application/eligibility process. The results of the study indicate that respondents demonstrated limited knowledge of vocational rehabilitation services and desired more information. The author reports that a large group of respondents were either found ineligible for services or had received services and were dissatisfied (specifically in regard to counselor knowledge and training concerning learning disabilities, as well as attitudes and expectations toward clients). Frequently expressed concerns by respondents included; (1) inadequate vocation evaluation and assessment; (2) mismatch between training and job placement and interest, strengths, and limitations; and (3) frequent placement in menial jobs.

Additionally, the study reveals that those respondents who were vocational rehabilitation clients and were not dissatisfied had more education beyond high school and higher employment; however, this group still had low income levels, and almost one-half still lived with their parents.

Szymanski, E., Turner, K., & Hershenson, D. (1992). Career development and work adjustment of persons with disabilities: Theoretical perspectives and implications for transition. In Rusch, Destefano, Chadsey-Rusch, & Szymanski (Eds.) Transition from School to Adult Life: Models, Linkages, and Policy. (pp. 392-406). Sycamore, Ill: Sycamore.

This chapter, from the text authored by Rusch and colleagues, provides an excellent overview of career development and related theories. The application of such theories to people with disabilities in the transition from school to work or to postsecondary education is discussed. Major topics covered by the authors include: "common theories of career behavior and their applicability to people with

disabilities"; "Hershenson's theory of work adjustment as a theoretical framework for planning transitional services"; "early childhood considerations that impinge on the school-to-work transition"; and "interventions to facilitate work adjustment."

While the subject of transition from postsecondary education to work is not addressed specifically, the authors present an overview of the issues surrounding career development and work adjustment which are relevant to students with disabilities in higher education. Szymanski, Turner, and Hershenson point out that most current theories of career development, occupational choice, and work adjustment are limited in their application to persons with disabilities due, in part, to the fact that people with disabilities are a heterogeneous group.

Tomlan, P.S. & Michaels, C. (1990). Integrating persons with learning disabilities into the workplace: Are postsecondary settings preparing students? In D. Ellis (ed.) Proceedings of the 1990 AHSSPPE Conference (pp 7-12). Columbus, OH: Association on Handicapped Student Service Programs in Postsecondary Education.

This article encourages postsecondary service providers to prepare students with learning disabilities to leave the educational setting and enter the world of work. Five skills are identified as fundamental for a successful transition: (a) self-advocacy and problem-solving; (b) listening; (c) memory; (d) organization; and (e) 'proactive' skills (ability to assess consequences of actions and to 'read' the business environment accurately and interact positively). Research is cited which supports the need to develop career maturity among learning disabled college students. Service providers in an academic setting are encouraged to work collaboratively with employers to promote this transition. The importance of education regarding the realities of the workplace as well as the etiology, characteristics and needs of the adult with learning disabilities was stressed, with an emphasis on the value of support groups and networking of community and collegiate resources.

Weisgerber, R. A., (1991). The challenged scientists: disabilities and the triumph of excellence (1st ed.). New York: Praeger Publishers.

The author discusses the sciences as a viable career option for people with physical disabilities. He contends that people with disabilities are seriously under-

represented in the sciences, math and engineering, mainly because of attitudinal barriers.

In the first four chapters, the author cites a study conducted by the American Institute for Research and its subcontractor, the American Association for the Advancement of Sciences. In this study, 1352 critical incidents were collected from 286 respondents to assess factors which influence young people with disabilities in making career choices. The top five critical incidents were: (1) dealing with negative communication; (2) dealing with work problems, stresses, and disappointments; (3) having outstanding courses or teachers; (4) being encouraged or discouraged by significant others; and (5) being encouraged or discouraged by negative work experience (p. 37). The survey respondents also provided information on what they believed was most critical to their success: (1) be dedicated, committed and persistent; (2) describe your skills and needs; (3) take a positive attitude; (4) seek positive role models and mentors; (5) take strong action or legal action when necessary.

In the last three chapters, the author provides case studies of people with disabilities who are in the process of studying to become or have become successful scientists, engineers, computer scientists, mathematicians and health specialists. These individuals share their experience and insights about opportunities and problems which confront scientists, engineers and mathematicians with disabilities.

Employment

Adelman, P.B. & Vogel, S.A. (1990). College graduates with learning disabilities: Employment and career patterns. Learning Disability Quarterly, 13 (3), 154-166.

The authors report on a study to determine whether career attainment levels were affected by participation in a comprehensive college support program for students with learning disabilities. In this programs, students gain self-awareness, learn compensatory strategies, and receive supportive counseling. Eighty-nine former students were surveyed, all of whom had participated in an L.D. program in a small college. Thirty-one respondents had graduated from college, and 44% of the respondents were employed in the business field. All but one graduate responded that their disability affected their work. Processing difficulties (e.g. retention, perception, organization) were the most common areas of difficulty cited (44%). The most common compensatory strategy used was to take extra time to complete tasks (26%).

The authors conclude that participating in the college program gave students better self-understanding, which helped them find ways to transfer compensatory strategies used in school to strategies for the workplace. Adelman and Vogel recommend that self-understanding be a major goal of programs for L.D. college students and that opportunities for experiential learning be provided (e.g. internships, job shadowing) in order for individuals to develop compensatory strategies for the workplace.

Benshoff, J. (1989). Academic major selection and academic achievement in college students with disabilities, Journal of Job Placement, (5), (1), 25-28.

The authors cite studies demonstrating the importance of a college degree for people with disabilities in finding and retaining a job. The authors cite previous studies which report that college-educated males with disabilities are twice as likely to be employed than males with disabilities in general. Rosenberg (1978) reports that people with disabilities who attended college have a greater chance to hold professional positions. The literature expresses concern about the level of academic participation by college students with disabilities as well as their choices of academic

majors. This article examines academic majors and success of undergraduates with disabilities attending 4 year colleges and universities. Contrary to the literature, results of this research showed no significant differences between students with and without disabilities in distribution of majors or GPA's. Research also indicated a correlation between "receipt of vocational rehabilitation benefits and increase in grade point average." This correlation may be due to several factors: (1) receipt of vocational rehabilitation benefits frees the student from economic pressures and allows him/her more time to study; (2) vocational rehabilitation selects the most promising students for college funding; (3) vocational rehabilitation offers counseling and support in addition to funding tuition.

Bolles, R.N. (1990). The 1990 what color is your parachute? A practice manual for job-hunters & career-changers. Berkeley, CA: Ten Speed Press. (Appendix D: Job-hunting tips for the so-called 'Handicapped' or people who have disabilities. 349-375)

Included in the appendix section of this popular self-help book is a "Short Course on Disabilities for those of us who do not (yet) have a disability." Bolles identifies the basic issues surrounding people with disabilities and the barriers to their employment. The author has also developed strategies and given advice to aid individuals with disabilities in their preparation for job hunting.

Bolles addresses issues such as the employer's fear of people with disabilities and how the individual with a disability can alleviate those fears. A bibliography of literature and additional resources is included to help individuals with disabilities in their career preparation and job search.

Careers and the disAbled, Equal Opportunity Publications, Inc. 44 Broadway, Greenlawn, NY 11740.

This magazine, which is published three times a year, is geared toward professionals and college students with disabilities, and businesses that employ professionals. Regular columns include news of interest to college students, stories on people, a section in Braille, short articles on special programs, a resume service, a question/answer column, information on legal issues, book reviews, and opinion pieces. In addition to the regular columns, each issue includes several feature

articles. Examples from the 1992 editions include articles on leading companies in hiring people with disabilities, information on the ADA for small businesses, guidelines for career success, Gallaudet University's career center program, and stories on successful people with disabilities.

First annual reader survey: A challenge to employers. (1992, Winter). Careers and the disAbled, 7,(2), p.61-67.

This article reports on a survey conducted by Careers and the disAbled of a random sample of professionals and college students in their readership. About 60% of those surveyed had a mobility impairment. The remaining respondents had hidden disabilities, multiple disabilities, visual impairment or hearing impairment. About 65% were professionals with a high school diploma, 25% were professionals with a college diploma, and 10% were college students. Of those surveyed, 51% were employed and 49% were unemployed (unemployed includes college students). The professionals represented a wide range of career areas and the college students represented a variety of major fields of study.

Results of the survey include a list of the top 100 companies perceived by respondents as committed to hiring people with disabilities, advice to employers about hiring people with disabilities, advice to job seekers, and views on the possible effects of the ADA. Of those surveyed, 87% believed companies discriminate against hiring people with disabilities, 65% believe the ADA will enhance their chances for employment, and 63% would be willing to relocate in order to get a job.

Foster, S. & Welsh, W. (1991). Assessment of graduate attainments in the work place: A multi-methodological approach. Journal of Applied Rehabilitation Counseling, 22, (1), 37-42.

This article describes how a multi-methodological approach is a useful way to research employment-related topics on college graduates with hearing impairments. The authors discuss survey instruments, administrative records, interviews, and field observations. Survey methods are helpful in gathering specific data such as employment rate and type of occupation. Administrative records offer objective data and are a useful option if information is not self-reported and if the information is

on entire populations rather than samples. Interviews and field observations are useful in gathering information on feelings and perceptions. They promote the use of all these methodologies to reach the most accurate conclusions about employment of people with hearing impairments. The authors recommend "some within-study merging of methods as well as studies which are single method but which are linked through a common program of research" (p. 41).

Fourqurean, J.M., Meisgeier, C., Swank, P.R., & Williams, R.E. (1991). Correlates of postsecondary employment outcomes for young adults with learning disabilities. Journal of Learning Disabilities, 24, (7), 400-405.

The authors discuss results of a study which had two purposes: (1) to determine which of a set of selected variables best predicted postsecondary employment success for young adults classified as learning disabled in high school, and (2) to describe employment adjustment in the first years after exiting high school. Data was gathered via telephone interviews with 175 individuals who had exited four participating high schools in the Houston area and by accessing special education eligibility folders and high school transcripts. The authors report that math ability, employment during high school, and active participation by parents in their children's education were the best predictors of employment success after high school (as measured by employment stability and employment status). According to the authors, 86% of the sample was employed either full- or part-time, mostly in entry-level, unskilled jobs. The authors also specified that 26% completed at least one semester of college or technical school; however, at the time of follow-up only 13% were enrolled in school. Results of the study may provide program priorities for secondary education. However, authors caution that the results of the study are correlational and may or may not be causal and suggest that additional research is needed before curricular changes are initiated.

Greenwood, R., Schriner, F., & Johnson, V. (1991). Employer concerns regarding workers with disabilities and the business-rehabilitation partnership: The PWI practitioners' perspective. Journal of Rehabilitation, 57, (1), 21-25.

Projects With Industry (PWI) was established by Congress to assist placement of people with disabilities in business and industry. PWI placement specialists were surveyed to determine their insights and expectations regarding employers' concerns about disability. Results show that with regard to recruitment, hiring, acceptance, and performance, there is an expectation that employers' responses will vary depending on type of disability. Persons with physical disabilities were viewed as the most easily recruited, hired, and accepted. PWI practitioners also reported that employers had less concerns about persons with physical disabilities work performance than they had about the work performance of persons with communication, mental or emotional disabilities. Employers are perceived as generally interested in the various services and partnerships that PWI placement specialists can offer.

Hansen, C. & Perlman, L. (1990). Employment and disability: Issues and solutions for the 1990's. Journal of Rehabilitation, 56, (4), 9-13.

This article presents highlights of the 14th Mary Switzer Memorial Seminar. Changes in work, the workforce and disability are explored in papers representing industry, small businesses, unions, consumers, and rehabilitation professionals. Implications for action include formation of a national coalition of advocates to address all aspects of disability and employment, better understanding and communication between business, rehabilitation and academic programs, and coordination at the White House level of all policy, programs, and procedures relative to all aspects of employment and disability.

The authors analyze the U.S. economy, the aging of America, and the impact of technology on disability. Recommendations to increase the employment of people with disabilities fall into such categories as policy, research, legislation, training, and service delivery. Overall, there was an emphasis on creating a work force with skills and training in areas of demand in the marketplace: computation (math and computer proficiency) and communication (reading, writing, speaking).

Herbert, T. & Murphy, P. J. (1990). Employer evaluations of resume content concerning applicants who have disabilities. Journal of Job Placement, 6, (2), 6-10.

This research investigates the topic of whether disability status should be included on the resume. Small business employers were surveyed to identify their preferences for resume content and style. Results showed that the existence of a disability was regarded as necessary information for employers and should be noted on the resume. The authors discussed the advantages and risks of disclosing disability on the resume. They contend that including disability information may be advantageous when applying for positions with companies who have strong affirmative action policies, or when applying for local, state and government jobs. In disclosing a disability on a resume, applicants risk being "screened out" by employers who have preconceived ideas about the effects of disabilities in the workplace. The authors contend that careful consideration should be given to the advantages and risks before disclosing disability or other personal information on a resume.

Jones, B. J., Gallagher, B. J. III., Kelley, J. M., & Massari, L.O. (1991). A survey of fortune 500 corporate policies concerning the psychiatrically handicapped. Journal of Rehabilitation, 57 (4), 31-35.

This article describes the administration, methodology and results of a national survey of Fortune 500 corporate policies regarding employees with psychiatric disabilities.

127 firms responded to the survey for a return rate of 26%. Three major findings emerged: (1) fewer than one in four responding companies currently has a corporate policy concerning people with psychiatric disabilities; (2) firms without such corporate policies perceive greater barriers to hiring this population than do firms with such policies; (3) physically disabled employees are widely perceived to be more desirable than psychiatrically disabled employees.

These findings have implications for the training of counselors, specifically those who provide job seeking and keeping counseling for psychiatrically disabled individuals. Another major implication is for research, as this is the first and only

study in this area. Employment policies of non-Fortune 500 companies, which offer the vast majority of employment opportunities, remain wholly unexplored.

Kiernan, W. E. & Schalock, R. L. (Eds). (1989). Economics, industry, and disability: A look ahead. Baltimore: Paul H. Brookes Publishing Co.

This text is geared for rehabilitation professionals working with adults with disabilities. The text covers (a) economic, demographic, and legislative trends impacting employment; (b) the role of marketing in rehabilitation; (c) technology and training; (d) supported employment; and (e) issues related to accountability and quality of life.

One chapter, "Job Accommodation in the Workplace," (p.117-126) was selected for review. This chapter provides several definitions of accommodation and gives examples of five types of accommodations — worksite, work station, work environment, job restructuring, and work activities modification. The book was published pre-ADA, so the legislation referred to in the chapter is Section 503 and 504 of the Rehabilitation Act. The chapter also includes a description of the Job Accommodation Network's services.

Michaels, C. A. (1989). Employment: The final frontier — issues and practices for persons with learning disabilities. Rehabilitation Counseling Bulletin, 33 (1), 67-73.

The author stresses a "two-pronged approach" to employing people with learning disabilities. The rehabilitation professional must not only prepare the learning disabled individual for the workplace, but he or she must also prepare the employer for working with a learning disabled person. Michaels suggests that both interventions take place simultaneously.

For the employee, the author recommends follow-along continuous support, not just at 30 day intervals. Evening support groups focusing on job maintenance and advancement, are recommended over on-site job coaches.

For employers, Michaels suggests that the rehabilitation professional assist them in viewing people with disabilities as people first, rather than focusing on the disability. Employers should not assume that any problem the person has is related to his or her disability. Michaels suggests that accommodation be presented using an

information processing model — input, storage, and output. The author argues that most modifications will involve the input phase. If it is necessary to eliminate essential tasks of the job (output phase), the job may be an inappropriate match.

Murphy, S.T. (1992). On being L.D. New York: Teachers College Press.

This book is based on interviews of 49 white adults (average age of 26) who were labeled L.D. and had graduated from or attended a two year or four year college. Chapters of the book are based on themes which emerged from the interviews — dealing with being labeled L.D., coping in school and college, managing social situations, and succeeding in the workplace. Family issues are dealt with throughout the book. A major theme of the book is that the label itself and the resulting stigma and stereotypes are just as disabling, if not more so, than the disability itself.

The final two chapters focus on career and employment issues. The author's conclusions for this section are based on those who had had "substantial employment histories" (22 of the 49 interviewed). The author reports how these adults have dealt with the dilemma of whether to tell their employer about their disability, and if so, when and how. None of the experienced workers had ever received formal accommodations on the job. However, most of them 'reorganized' their workplace so that they could be successful. The author argues that these informal accommodations are often overlooked by rehabilitation professionals who still approach the situation from a deficit, remedial model.

The author contends that our institutions use the medical model to avoid searching for systemic solutions to problems. For example, rather than trying to match a person to a particular job, employers need to be educated to adapt a job to a person. This author found that, while people with learning disabilities circumvent their difficulties rather than give up their goals, service providers often encourage them to change their goals because of specific deficits. The author concludes that professionals may have perpetuated dysfunction in people with learning disabilities by their reactions to the disability.

Schriner, K. F., & Roessler, R. T. (1990), Employment Concerns of College Students with Disabilities: Toward an Agenda for Policy and Practice. Journal of College Student Development, 31 (4), 307-312.

Both the methodology and the data collected in this study are regarded as important first steps toward including consumer concerns in agenda and policy formation toward better service. The "concerns report method" was used in the development of the Employment Concerns Questionnaire by a group of students with disabilities. 1,448 students with disabilities from 87 colleges and universities in 39 states responded: 84% white, 7% Hispanic and, 5% black.

The results indicated students perceived that they have equal access to postsecondary education. An overall sense of fair treatment by faculty and respectful treatment by service providers was noted. Problems identified included lack of resources (i.e. adequate health insurance, social security), inadequate career preparation, and employment concerns. The authors suggest that undereducation and lack of marketable skills are significant reasons for lack of full-time employment among people with disabilities, citing a Lou Harris survey and the American Management Association. The authors recommend that higher education institutions, advocacy organizations, and persons with disabilities work together to take steps to ameliorate these concerns.

Wall, C.C. & Culhane, H., (1991, Summer). Project employment: A model for change, OSERS News in Print, 17-21.

This article describes Project Employment, a 1989 three-year grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP). A major objective of the project is to create a liaison between a community college (Bakersfield College, Bakersfield, California) and local business in the area. The article outlines the project's basic objectives and the activities developed to achieve them. Key components presented include: efforts to publicize the project; creation of a community advisory council; matching of student skills with employer needs; and the development of project partnerships (executive exchange opportunities). The article also addresses some of the "hurdles," such as, ensuring the continuation of the project's efforts when the grant is completed.

Welsh, A. & Peterson, B.O. (1990). The use of employment outlook analysis in the development of a college curriculum: A case study. Journal of Job Placement, 6, (1), 12-15.

This article discusses the importance of adjusting technical college curricula in preparing graduates for successful employment. Since federal data on employment outlook is not always beneficial, the authors outline a method to obtain accurate employment projections in order to assess the relevance and validity of a particular curriculum.

The authors chose to investigate employment prospects for graduates of a new curriculum: micro-computing applications. Two groups of potential employers were surveyed: employers who hired graduates of the data processing program in the past two years (N=40); and members of the American Microcomputing Managers Association (N=450). The survey asked respondents to rate demand for graduates of the micro-computing applications major as well as their assessment of current availability of persons with such skills in the job force. The resulting employment projection was that the demand for such graduates would be relatively high, while there was a shortage of persons with these skills and of training programs.

Welsh, W., & Foster, S. (1991). Does a college degree influence the occupational attainments of deaf adults? An examination of the initial and long term impact of college. Journal of Rehabilitation, 57, (1), 41-48.

The authors examined various data bases to determine the extent to which a college degree influences the employment of deaf adults. Quantitative and qualitative data are presented using a cross-sectional analysis. Comparisons between degreed and non-degreed deaf adults are made in the areas of "labor force status, occupation, and earnings" (p. 41). Level of job satisfaction is analyzed through interviews with graduates.

Results show that while deaf graduates have higher employment rates, more job options, and earn more money, they are dissatisfied with their work situation. The importance of higher education is clearly supported, but postsecondary

institutions must empower deaf students to interact with hearing people as well as provide training to employers on the needs of deaf workers.

Worklife, President's Committee on Employment of People with Disabilities, Washington DC 20036-3470.

Worklife is a quarterly magazine which provides information to employers and to people with disabilities seeking work. Stories feature employers that have hired people with disabilities, employees with disabilities and how they have succeeded on the job, and leaders in the disability community. The magazine also addresses issues related to employment and persons with disabilities. Some topics which have been addressed since the magazine's inception in 1988 are AIDS in the workplace, transportation, job fairs, upward mobility, entrepreneurship, and the ADA. The magazine reviews materials and resources, including adaptive technology for the workplace.

Trends, Attitudes, and Guidelines

Fagan, T.K. and Jenkins, W.M. (1989) People with disabilities: An update. Journal of Counseling and Development, 68, (2), 140-144.

The authors provide an update to the original article (Fagan and Wallace, 1979). The article presents more current data on handicapping conditions in school-age and adult populations. Three pivotal developments for school-age children since the implementation of Public Law 94-142 are discussed: the increase of special education services; the significance of the court's interpretations of the law; and the extension of services under Education of the Handicapped Amendments of 1986. The major focus, however, is on adult handicapping conditions and vocational rehabilitation. The authors distinguish between the state-federal vocational rehabilitation (VR) program and the rehabilitation counseling profession. Trends and concerns identified include: (1) recent rehabilitation legislation; (2) school to work transition; (3) traumatic brain injury; (4) life-threatening conditions; and (5) private sector rehabilitation services. Services delivered by private sector vocational rehabilitation professionals beyond workers' compensation are identified, i.e., outplacement, employee assistance and recruitment of qualified persons with disabilities.

HEATH Resource Center (1988, Fall). The head injury survivor on campus: Issues and resources. Washington, DC: Author.

This fact sheet supplies statistics from the National Head Injury Foundation, defines head injury, and describes effects of a head injury. The article identifies and describes two broad categories of programs: rehabilitation programs and postsecondary or job training programs. Guidelines for setting up a campus program are provided as well as a list of selected 2-year and 4-year postsecondary programs with contact persons who can be consulted. Questions to guide the planning process for an effective transition from rehabilitation to education or training are posed for survivors of head injury, significant others, and professionals. The questions are designed to assist in decision-making, especially regarding career goals. Also

included is a compilation of resources (organizations, periodicals, books, articles, audio tapes, etc.).

Holmes, G. E., & Karst, R. H. (1990). The institutionalization of disability myths: Impact on vocational rehabilitation services. Journal of Rehabilitation, 56 (1), 20-27.

This article focuses on the attitude, behavior and context of the vocational rehabilitation (VR) counselor who may unknowingly incorporate myths regarding persons with disabilities into daily encounters with clients. VR counselors often have huge caseloads along with many bureaucratic tasks to complete, putting them in conflicting roles of attempting to balance agency demands with client needs. This increases the likelihood of operating on the basis of generalizations and stereotypes rather than first-hand observations and interactions. The authors cite the research of DeLoach and Greer, identifying common behavioral patterns of professionals with devaluing attitudes toward people with disabilities.

A detailed description of how VR counselors can monitor their attitudes and behaviors to protect themselves from the negative influence of disability myths is presented. Six commonly held disability myths are identified and a 13-step process of monitoring decisions is presented. The degree to which the counselor is receptive to self-advocacy and assertiveness in clients is proposed as a measure of how likely a counselor will be affected by stereotyping and myths.

Jarrow, J. (1991). Disability issues on campus and the road to ADA. Educational Record, 72 (1), 26-31.

This article provides a brief historical survey of disability rights legislation and implications for current disability support services on university and college campuses. It concludes with a summary of future impact areas of the Americans with Disabilities Act (ADA) for higher education institutions.

Jarrow reviews the political history of Section 504 of the Rehabilitation Act of 1973; Public Law 94-142, 1975; the Grove City decision of 1984 by the Supreme Court; the Civil Rights Restoration Act of 1988; and the Gallaudet University presidential selection controversy. The importance of timelines for compliance became evident

from the struggle to implement Section 504, resulting in a specific deadline for compliance with the ADA.

The author discusses some of the early concerns regarding Section 504, such as the focus on architectural barriers. The laudable efforts in providing physical access overlooked the fact that the majority of individuals protected under the law have invisible disabilities. Students who appear least disabled (i.e. learning disabled, hearing impaired) may require more academic support, such as readers, scribes, and interpreters. Confidentiality and self-disclosure are important issues to be addressed with this population.

Louis Harris & Associates. (1991). Public attitudes toward people with disabilities, Washington, DC: National Organization on Disability.

This is a report of a landmark survey of 1,257 adults from across the United States that examined public attitudes towards persons with disabilities in the following areas: where people obtain their information about disability, feelings toward and knowledge about people with disabilities, discrimination and its remedies, ADA, and Jim Brady's "Calling on America" campaign. This is the first large-scale study of its kind. (The 1985 national survey done by the same corporation surveyed persons with disabilities about their perceptions of the barriers they face.)

Key findings from these phone interviews conducted in 1991 include: two-thirds of the population know someone with a disability; younger and better educated individuals are the most knowledgeable and supportive of people with disabilities; society views disabled people as very different from others and demonstrates admiration and pity most often; nondisabled people do not see people with disabilities as similar and exhibit degrees of comfort with different disabilities; society views discrimination in employment as more profound than discrimination in education; most people support affirmative action programs for people with disabilities; and most people support ADA, though few know about or can accurately describe it.

Of note, learning disabilities are not on the list of disabilities included in this survey (See Tables 2-10 and 2-11, pp.30 & 31). Categories included are: "blind, deaf, in a wheelchair, mentally retarded, mentally ill, facially disfigured and senile."

Rabby, R. & Croft, D. (1991). Working with disabled students: Some guidelines. Journal of Career Planning and Employment, 51 (2), 49-54.

This article is geared for campus career planning and placement office staff. Numerous suggestions are made to improve career services for disabled students: (1) Think of providing services to disabled students as your responsibility and not the disabled student services office. (2) Don't think of everyone with a certain disability as having the same characteristics. Consider each person's unique strengths and limitations. Be flexible in how you adapt to the needs of individual students. (3) Don't classify certain jobs as appropriate for people with certain disabilities. Consider all options for each individual. (4) Encourage students to 'pursue their passions' but don't take charge of their career search. (5) Don't try to simulate a disability. You will feel helpless and will assume that that is how people feel who have had the disability for years. (6) Remember that a disability can be an advantage or a disadvantage, depending on the situation.

The authors also make several suggestions for making the career office accessible, stressing that attitudinal and informational accessibility is just as important as physical accessibility. The authors conclude by suggesting several activities which would be particularly helpful for students with disabilities, such as job shadowing, mentorships, and discussing disclosure issues.

Rubin, S. E., & Millard, R. P. (1991). Ethical principles and American public policy on disability. Journal of Rehabilitation, 57 (1), 13-16.

In a reasoned discussion on American values and American public policy on disability, the authors argue that current public policy on disability reflects a gross imbalance between two ethical principles: beneficence and autonomy. This in turn creates a barrier to achieving a third value, that of justice.

The discrepancy of funding between maintenance and rehabilitation programs for persons with disabilities ($70.6 billion vs. less than $2 billion) suggests a promotion of dependence rather than full participation in society. This philosophical discrepancy prevents American policy makers from allocating the needed funds for persons with disabilities "to maximize their employability, independence and integration into the workplace and the community," (p. 14). Until the American public is willing and able to view persons with disabilities as

capable of self-sufficiency and making meaningful contributions to society, the authors contend that the principle of justice will not be served through public policy. An alternative funding situation for rehabilitation services is recommended, including eliminating some of the disincentives to work. A shift in perceptions of persons with disabilities from dependents to valuable participants in community life was encouraged.

Index

Adelman, P.B. & Vogel, S.A. (1990) 18
Benshoff, J. (1989) 18
Benshoff, J. J., Kroeger, S. A., & Scalia, V. A. (1990) 9
Bolles, R.N. (1990) 19
Brolin, D.E. & Gysbers, N.C. (1989) 9
Brown, D., Brooks, L. & Associates (Eds.). (1989) 10
Careers and the disAbled 19
Curnow, T. C. (1989) 10
Fagan, T.K. and Jenkins, W.M. (1989) 29
First annual reader survey A challenge to employers. (1992, Winter) 20
Foster, S. & Welsh, W. (1991) 20
Fourqurean, J.M., Meisgeier, C., Swank, P.R., & Williams, R.E. (1991) 21
Greene-Black, J. (1988, January) 11
Greenwood, R., Schriner, F., & Johnson, V. (1991) 22
Hansen, C. & Perlman, L. (1990) 22
HEATH Resource Center (1988, Fall) 29
Herbert, T. & Murphy, P. J. (1990) 23
Hershenson, D.B. & Szymanski, E.M. (1992) 11
Holmes, G. E., & Karst, R. H. (1990) 30
Humes, W. & Szymanski, E. and Hohenshil, T. H. (1989, Nov.-Dec.) 12
Jarrow, J. (1991) 30
Jones, B. J., Gallagher, B. J. III., Kelley, J. M., & Massari, L.O. (1991) 23
Kiernan, W. E. & Schalock, R. L. (Eds). (1989) 24
Livneh, H., & Sherwood, A. (1991) 12
Louis Harris & Associates. (1991) 31
Michaels, C. A. (1989) 24
Michaels, C. A., Lee, M., Grosso, C., and Reiser, F. (1991) 13
Murphy, S.T. (1992) 25
Rabby, R. & Croft, D. (1991) 32
Rosenthal, I. (1989) 14
Rubin, S. E., & Millard, R. P. (1991) 32
Schriner, K. F., & Roessler, R. T. (1990) 26
Siperstein, G.N. (1988) 14
Smith, J.O 15
Szymanski, E., Turner, K., & Hershenson, D. (1992) 15
Tomlan, P.S. & Michaels, C. (1990) 16
Wall, C.C. & Culhane, H., (1991, Summer) 26
Weisgerber, R. A., (1991) 16
Welsh, A. & Peterson, B.O. (1990) 27
Welsh, W., & Foster, S. (1991) 27
Worklife 28